



The West Hampstead Curriculum - A Guide for Parents in Year 2 – 2021-22

Over the past few months, we have been working on developing and improving our 'West Hampstead Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Autumn term. You will receive more information later in the year.

Intent - The West Hampstead Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

West Hampstead Values:

Last year, we worked with children, staff, parents and governors to develop our five core West Hampstead values, Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

The National Curriculum:

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research, exciting trips and an exit point that will often involve sharing work with our community.



The Values 2021-22

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



- Belonging
- Collaboration
- Relationships



The West Hampstead Curriculum Overview – Whole School Themes 2021-22

Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our secret garden.	Carnival of animals. Travellers.
Year 2	Growing up in Kenya	Toys and Lego	The Great Fire of London.	By the Sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation









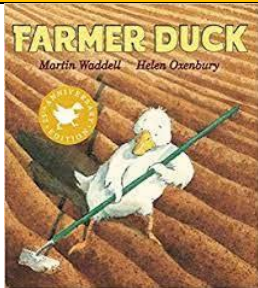
The Year 2 West Hampstead Curriculum Overview – 2021-22

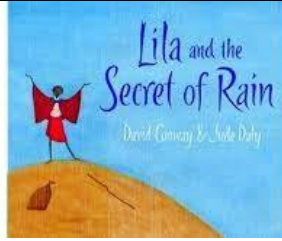
	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 2	Growing up in Kenya	Toys and Lego	The Great Fire of London.	By the Sea.
Subjects	Geography, DT	History, DT	History, DT	Geography
Science	Keeping healthy	Materials	Plants and living things	Living things and habitats
Writing	Farmer Duck, Lila and the Secret of Rain	Emily Brown and the Thing, Zeraffa Giraffa	Fire of London, Samuel Pepys	Poetry, Owl and Pussycat, White Bear King
Maths	Number within 100 Addition and subtraction of 2 digit numbers	Addition and subtraction word problems Measures: length Graphs Multiplication and division: 2,5,10	Multiplication and division: 2,5,10 Time Fractions Addition and subtraction of 2 digit numbers (regrouping and adjusting) Money	Faces, shapes and patterns; lines and turns Numbers within 1000 Measures: capacity and volume Measures: mass Exploring calculation strategies and palce value Multiplication and division: 3 and 4

Year 2 Topic Map - Autumn Term 1



West Hampstead Curriculum 2021-22 – Journeys					Year 2 – Growing up in Kenya			
					<h2>Essential Knowledge</h2>			
					<p>By the end of this unit most children will know: understand the meaning of community and how they belong to many communities. the importance of people in building a successful community. about the human and physical geography of the local area- West Hampstead and contrasting area Kenya. know the United Kingdom and its countries. know the 7 continents. know the continent that includes Kenya.</p> <p>By the end of this unit some children will know: The capital cities of the countries of the United Kingdom and Kenya. The seas and oceans that surround the UK. What ingredients is needed for an Kenya inspired smoothie. Know the names of popular Kenyan fruits and vegetables.</p> <p>Assessment Opportunities: Lesson 8: Assessment Lesson, Exit Point- Fabulous Finish, Entry Point- Initial assessment</p>			
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 				
Entry Point	Explore			Trip	Exit Point			
<p>Feast: Fruit and vegetables tasting.</p> <ul style="list-style-type: none"> Discover foods grown in the UK and grown in Kenya. (Linking to DT focus on cooking). 	<p>Cross Curricular links made:</p> <ul style="list-style-type: none"> Word Aware- Journey: travelling from one place to another, youth to maturity- journey through life. (English) Circle Time- understand how we are all part of small communities which are part of a much bigger community- World Community African story-telling, myths, tales- (Story time with teacher) Music that you would hear growing up in Kenya: (Composer of the day/week) Art/crafts that you would make and buy growing up in Kenya African tribal masks, African bead bracelets. (Golden Time) Exploring life in a Kenyan Village: Lila and the Secret of Rain/ one girl’s story growing up in a Maasai tribe.(English class text) Exploring contrasting journeys to school: West Hampstead, Nairobi, Maasai tribe. Pen pals with a school in Kenya (?) – possibly with International School 			<p>Learning journeys/ workshops to include:</p> <ul style="list-style-type: none"> Farm- Kentish Farm West Hampstead walk Visitor/ Story teller from Kenya African drumming workshop 	<p>In school event: Pupils will set up Kenyan market with stalls in the school and invite the school community-parents/governors.</p> <ul style="list-style-type: none"> Pupils performance of African drumming. Pupils will make smoothies from Kenyan fruits/ vegetables. Pupils will display Kenyan arts and crafts made in golden time- gifts for parents/ parents can purchase them. 			

Year 2 - National Curriculum Objectives - Growing up in Kenya – Autumn 1		
Reading		Maths
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading <p>Phonics Recap phase 5:</p> <ul style="list-style-type: none"> New graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, oe, au, ew, a-e, e-e, i-e, o-e, u-e Alternative spellings for phonemes 		<p>Number within 100</p> <ul style="list-style-type: none"> use place value and number facts to solve problems recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers to 100 using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <p>Addition and subtraction of 2 digit numbers</p> <ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers
Writing	Key Writing Pieces	Teaching Points
	<p>Retell story – create own story book</p> <p>To Entertain</p>	<p>Direct speech – inverted commas</p> <p>Plurals – regular/irregular</p> <p>Recognise and use simple prepositions to indicate position and space (next to, under, over)</p> <p>Recognise and write grammatically correct simple phrases and sentences, showing some control of word order</p>



Descriptive writing linked to illustrations

Write own version of story – Lila and the Secret of Sun

To Entertain

Use / name / identify adjectives

Expanded noun phrases

Correct choice and consistent use of present and past tense throughout writing

Co-ordinating conjunctions (using or, and, but).

Science

- Hygiene and staying healthy
- I know what foods I need to eat to stay healthy and grow well.
- I can explain why it is important to keep clean, exercise and eat well to stay healthy.

History

- I know about people who have made a difference where I live and far away.
- I can describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- I can show an awareness of the past, using common words and phrases relating to the passing of time. (decade, century, past, present, artefact, evidence, information.)
-

Geography

- I can use world maps, atlases and globes to identify the U.K and its countries, as well as the countries, continents and oceans studied.
- I can name, place and identify characteristics of the four countries and capital cities of the U.K.
- I can name, locate and identify characteristics of the seas surrounding the U.K.
- I can identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas (by the sea, Kenya).
- I can name and place the world's seven continents and five oceans.
- Pupils should develop knowledge about the world, the United Kingdom and their locality.
- I can understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K (The Thames), and of a small area in a contrasting non-European country (Kenya).
- I can use simple fieldwork and close observational skills

Computing

I can recognise how others use technology outside of school

I can use different software programs and discuss the benefits of their usage

Art and Design

- I can try out different activities and make sensible choices about what to do next.
- I can give reasons for my opinions when I look at art / craft or design work.

Design Technology

-I can understand the need for a variety of food in a diet. (see science)

I can understand that all food has to be farmed, grown or caught.

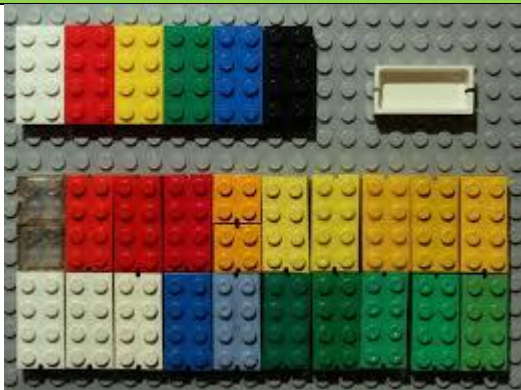





I can use a wider range of cookery techniques to prepare food safely.

<p>I know how to keep my personal information private</p> <p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm.</p> <p>I can create a simple program to perform a task</p> <p>I can create and debug simple programs.</p> <p>I can understand that programs run by following clear instructions</p>	<ul style="list-style-type: none"> - I can paint things I have seen, imagined or remembered. - I can use different techniques like carbon printing, relief, press and fabric painting and rubbings. - I can develop techniques to join fabrics and apply decorations such as running or over stitch. 		
PE - Gymnastics	PSHE	RE	Music
<p>In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform twisting and turning movements and take weight on your hands such as front/back support, bunny hop kicks and attempt to kick 1-2 for handstand. You can safely move appropriate equipment when asked.</p> <p>LOs</p> <p>Take weight on arms using apparatus (bench and ropes).</p> <ul style="list-style-type: none"> • Take weight on arms. • Take weight on arms using apparatus (bench and ropes). • Bunny hope kick over a beam or a bench. • Complete either a bunny hop kick or handstand • Complete balances which are still, stretched and held for 3 seconds (selected) <p>Complete an independent mini sequence</p> <ul style="list-style-type: none"> • Perform a tuck, pike, straddle or half turn from a platform (some will perform all). <p>Perform a tuck, pike, straddle or half turn from a platform or on the floor.</p>	<p>To set a goal</p> <p>To identify healthy snack options.</p> <p>To be able to recognise and name and the 5 groups from the Eatwell plate</p> <p>To understand the benefits of eating at least 5 portions of fruit and vegetables.</p> <p>To learn why medicines are taken</p> <p>To learn where medicines come from</p> <p>To learn how to stay safe around medicines</p> <p>To understand how the UK parliament is formed.</p> <p>To identify what bullying is and how it makes people feel.</p> <p>To understand conflict</p> <p>To explain what to do when conflict escalates.</p> <p>To explain how to resolve conflict</p>	<p><u>Autumn 1</u></p> <p>I can remember something Jesus said or did to be kind.</p> <p><i>I can say if I think Christians should be kind.</i></p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p><i>I can say if I think Christians should be kind and give a reason.</i></p> <p>I can tell you some ways Christians try to follow Jesus' example of being kind.</p> <p><i>I can say why I think Christians should be kind and understand why this might sometimes be difficult.</i></p>	<p>African drumming/ appreciation of music originating in African cultures.</p> <p>Sauti Sol</p>

Perform a mini sequence which demonstrates Travel, balance, rotation and inversion on/off apparatus.			
Perform a mini sequence which demonstrates supporting weight on large surfaces , Travel, rotation balance and inversion on/off apparatus.			

Year 2 Topic Map – Autumn Term 2

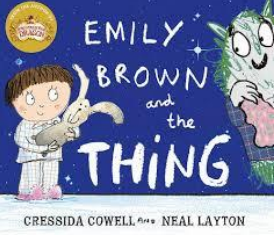
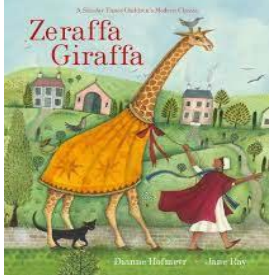


West Hampstead Curriculum 2021-22 – Making a difference					Year 2 – Toys and Games			
					<h3>Essential Knowledge</h3>			
					<p>By the end of this unit children will know:</p> <p>Assessment Session –Initial assessment- Entry Point/ Final assessment Lesson 8</p> <ul style="list-style-type: none"> • How to use words and phrases about the passing of time, recognise some characteristics of toys and games in the past, ask and answer questions, use oral accounts, artefacts, picture sources as a way of finding out about toys and games in the past. • How to identify similarities and differences between old and new toys or games. • How to communicate what they know about old/new toys and games through talk, play and writing. 			
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 				
Entry Point		Explore						
<p>Our goal as we approach this half term's unit is to make a difference every day. How can we do this?</p>		<p>Cross curricular opportunities: English- Toy Story- film clips, Emily Brown, Traction Man.</p>			<p>Learning journeys: V and A Museum of childhood. Theatre trip to see the Nutcracker. Google Workshops focussing on VR.</p>		<p>Create a Toy/Games Museum- to show parents what we have learnt about. Include toys and games from the past, present and what these could look like in the future.</p>	

<p>Start with a memory box- to help develop understanding of the past.</p>	<p>Golden Time: Spinning Tops, Wooden Spoon puppets to resemble Victorian dolls, packaging for the toys made. Role Play- Toy shop Art: Andy Warhol- toy screen printing Story Time with teacher: Dogger Music: Leading to Christmas- Nutcracker music Tchaikovsky. Famous People: Sir Tim Berners- Lee (English engineer and computer scientist/ inventor of the World Wide Web)- British Values/ How did his invention make a positive difference to the world we live in today?</p>		<p>Emphasise the importance of communicating ideas, awareness and understanding of history in a number of ways. Pupils to produce labels for the toys/games on display, construct a time line.</p>
--	---	--	--

Year 2 - National Curriculum Objectives - Toys and Games – Autumn 2

Reading	Maths
<ul style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• read accurately words of two or more syllables that contain the same graphemes as above• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• reread these books to build up their fluency and confidence in word reading <p>Phonics Recap phase 5:</p> <ul style="list-style-type: none">• New graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, oe, au, ew, a-e, e-e, i-e, o-e, u-e <p>Alternative spellings for phonemes</p>	<p>Addition and subtraction word problems</p> <ul style="list-style-type: none">• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems• solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods <p>Measures: length</p> <ul style="list-style-type: none">• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales• compare and order length and record the results using $>$, $<$ and $=$• apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm) <p>Graphs</p> <ul style="list-style-type: none">• interpret and construct simple pictograms, tally charts, block diagrams and simple tables• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity• ask and answer questions about totalling and comparing categorical data <p>Multiplication and division: 2,5,10</p> <ul style="list-style-type: none">• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Writing		Key Writing Pieces	Teaching Points
	<p>Letter to The Thing</p> <p>Retell Story To Entertain</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Replace proper nouns with pronouns.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl's name)</p>	
	<p>Letter to PM about captivity To Inform</p>	<p>Subordinating conjunctions (using when, if, that, because)</p> <p>Begin to recognise and use more extensive range of determiners (a/an, the, this/that).</p> <p>Commas to separate items in a list.</p> <p>Imperative verbs</p>	
Science	History	Geography	
<ul style="list-style-type: none"> - Materials - I know that because of the properties of some materials, they can be used for more than one thing. - I know that different materials may have similar properties so some items can be made out of different materials. E.g. chairs, spoons, - I know that the properties of some materials make them unsuitable to use in some situations. - I can predict, observe and describe what happens to some materials when they are heated, looking at changes. - I know the dangers of hot water or flames. <p>I can find out about inventors who have made useful new materials. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>I can show an awareness of the past, using common words and phrases relating to the passing of time. (decade, century, past, present, artefact, evidence, information.)</p> <p>I can describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>I can speak about how I have found out about the past.</p> <p>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Stories, photographs, reference books)</p>	<ul style="list-style-type: none"> - I can use simple compass directions and locational and directional language e.g near, far, left and right, to describe the location of features and routes on a map. (link to computing) - I can Devise a simple map; and use and construct basic symbols in a key. - 	

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			
Computing	Art and Design	Design Technology	
<p>I can recognise how others use technology outside of school</p> <p>I can use different software programs and discuss the benefits of their usage</p> <p>I know how to keep my personal information private</p> <p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm.</p> <p>I can create a simple program to perform a task I can create and debug simple programs.</p> <p>I can understand that programs run by following clear instructions</p>	<p>I can choose the right materials to use for my artwork and use them well.</p> <p>I can give reasons for my opinions when I look at art / craft or design work. I can give reasons for my opinions when I look at art / craft or design work.</p> <p>I can experiment with basic tools on rigid and flexible materials.</p>	<p>DT will also be taught as focus groups during golden time and science.</p> <ul style="list-style-type: none"> - I can design purposeful, functional, pleasing products for myself and other users based on a design brief. - I can generate, develop, model and communicate my ideas through talking, drawing, templates and mock ups. - I can choose tools I would like to use and select materials based on my knowledge of their properties. - I can safely measure, mark out, cut and shape materials and components using a range of tools. - I can investigate different techniques for stiffening a variety of materials (including construction materials, textiles and ingredients) and explore different methods of enabling structures to remain stable. - I can explore and use mechanisms such as levers, sliders, wheels and axels in products - I can evaluate and assess existing products and those I have made using a design criteria. 	
PE - Gymnastics	PSHE	RE	Music
<p><u>This work continues on from the previous half term.</u></p> <p><u>Expectation</u></p> <p>In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform some twisting and turning movements and take weight on your hands. You can safely move appropriate equipment when asked.</p> <ul style="list-style-type: none"> • Perform a tuck, pike, straddle or half turn from a platform to land or on the floor. • Perform a mini sequence which demonstrates Travel, balance, rotation and inversion on/off apparatus. 	<p>To set a goal</p> <p>To identify healthy snack options.</p> <p>To be able to recognise and name and the 5 groups from the Eatwell plate</p> <p>To understand the benefits of eating at least 5 portions of fruit and vegetables.</p> <p>To learn why medicines are taken</p> <p>To learn where medicines come from</p> <p>To learn how to stay safe around medicines</p> <p>To understand how the UK parliament is formed.</p> <p>To identify what bullying is and how it makes people feel.</p> <p>To understand conflict</p> <p>To explain what to do when conflict escalates.</p> <p>To explain how to resolve conflict</p>	<p><u>Autumn 2</u></p> <p>I can remember some of the Christmas story.</p> <p>I can start to say why Christians think God gave Jesus to the world.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world.</p> <p>I can give a reason why Christians think God gave Jesus to the world.</p> <p>I can explain how Jesus coming to the world shows Christians they should love/help people and the world.</p> <p>I can reflect on whether God should send Jesus again, now.</p>	<p>Autumn 2</p> <p>Tchaikovsky- Music from the Nutcracker.</p> <p style="text-align: center;">Ho, ho, ho Charanga (voice)</p> <p>Listen:</p> <p>I can find the pulse and know songs have styles – this has rap</p> <p>I can recognise and name some instruments they hear</p> <p>Musical Activities:</p> <p>I can find the pulse, march in time with the pulse, be a rapper and find the pulse</p> <p>I can clap rhythms, copy back the rhythms, clap the rhythm of my name, favourite colour and own rhythm</p>

<ul style="list-style-type: none"> Perform a mini sequence which demonstrates supporting weight on large surfaces, Travel, rotation balance and inversion on/off apparatus. 			<p>I know pitch is high and low sounds and add to rhythm and pulse I can sing and rap together in time I can play accurately in time G A B I can improvise using words</p> <p>Perform & Share: I can say how I felt and what I liked best about the recorded performance</p> <p style="text-align: center;">Xmas show songs</p>
---	--	--	---

